

## Whittaker Elementary

790 Whittaker Parkway  
Orangeburg, South Carolina 29115

**Grades** K-5 Elementary School

**Enrollment** 611 Students

**Principal** Dr. Bettie W. Hicks 803-534-6559

**Superintendent** Melvin Smoak 803-534-5454

**Board Chair** Kalu Kalu 803-534-5454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	49	77	14

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

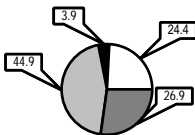
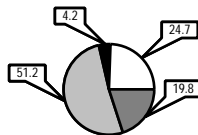
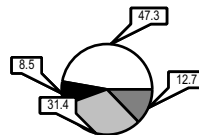
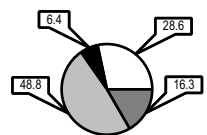
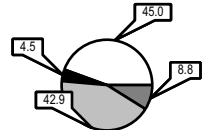
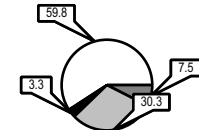
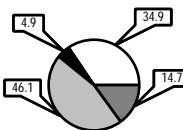
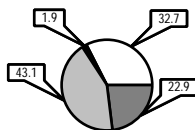
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	308	99.0	24.1	45.0	27.0	3.9	43.6	Yes	Yes
<b>Gender</b>									
Male	169	98.2	29.1	45.7	23.8	1.3	35.8		
Female	139	100.0	18.3	44.3	30.5	6.9	52.7		
<b>Racial/Ethnic Group</b>									
White	12	100.0	0.0	58.3	41.7	0.0	50.0	I/S	I/S
African American	295	99.0	25.2	44.4	26.3	4.1	43.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	273	99.6	19.9	46.6	29.5	4.0	47.4		
Disabled	35	94.3	58.1	32.3	6.5	3.2	12.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	308	99.0	24.1	45.0	27.0	3.9	43.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	308	99.0	24.1	45.0	27.0	3.9	43.6		
<b>Socio-Economic Status</b>									
Subsidized meals	269	99.3	25.9	46.2	25.9	2.0	41.4	Yes	Yes
Full-pay meals	34	100.0	9.7	35.5	35.5	19.4	61.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	308	99.4	24.7	51.2	19.8	4.2	41.0	Yes	Yes
<b>Gender</b>									
Male	169	98.8	26.3	56.6	15.8	1.3	36.2		
Female	139	100.0	22.9	45.0	24.4	7.6	46.6		
<b>Racial/Ethnic Group</b>									
White	12	100.0	16.7	66.7	16.7	0.0	41.7	I/S	I/S
African American	295	99.3	25.1	50.6	19.9	4.4	41.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	273	99.6	20.7	53.0	21.5	4.8	44.6		
Disabled	35	97.1	56.3	37.5	6.3	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	308	99.4	24.7	51.2	19.8	4.2	41.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	308	99.4	24.7	51.2	19.8	4.2	41.0		
<b>Socio-Economic Status</b>									
Subsidized meals	269	99.6	25.8	52.0	19.0	3.2	40.1	Yes	Yes
Full-pay meals	34	100.0	16.1	45.2	25.8	12.9	48.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	308	99.4	47.3	31.4	12.7	8.5	21.2
<b>Gender</b>							
Male	169	98.8	51.3	28.9	14.5	5.3	19.7
Female	139	100.0	42.7	34.4	10.7	12.2	22.9
<b>Racial/Ethnic Group</b>							
White	12	100.0	50.0	8.3	41.7	0.0	41.7
African American	295	99.3	47.2	32.5	11.4	8.9	20.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	273	99.6	42.6	33.9	14.3	9.2	23.5
Disabled	35	97.1	84.4	12.5	0.0	3.1	3.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	99.4	47.3	31.4	12.7	8.5	21.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	308	99.4	47.3	31.4	12.7	8.5	21.2
<b>Socio-Economic Status</b>							
Subsidized meals	269	99.6	48.8	32.1	12.3	6.7	19.0
Full-pay meals	34	100.0	35.5	25.8	16.1	22.6	38.7

<b>Social Studies</b>							
All Students	308	99.4	28.6	48.8	16.3	6.4	22.6
<b>Gender</b>							
Male	169	98.8	32.9	47.4	15.1	4.6	19.7
Female	139	100.0	23.7	50.4	17.6	8.4	26.0
<b>Racial/Ethnic Group</b>							
White	12	100.0	8.3	75.0	16.7	0.0	16.7
African American	295	99.3	29.5	47.6	16.2	6.6	22.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	273	99.6	23.9	51.8	17.1	7.2	24.3
Disabled	35	97.1	65.6	25.0	9.4	0.0	9.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	99.4	28.6	48.8	16.3	6.4	22.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	308	99.4	28.6	48.8	16.3	6.4	22.6
<b>Socio-Economic Status</b>							
Subsidized meals	269	99.6	29.8	50.0	15.1	5.2	20.2
Full-pay meals	34	100.0	19.4	38.7	25.8	16.1	41.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	101	100.0	16.8	37.6	37.6	7.9	45.5
	4	94	100.0	19.1	44.7	36.2	N/A	36.2
	5	103	100.0	20.4	57.3	21.4	1.0	22.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	108	99.1	11.7	29.8	46.8	11.7	58.5
	4	102	100.0	27.4	57.9	14.7	0.0	14.7
	5	98	98.0	31.5	48.3	20.2	0.0	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	101	100.0	25.7	61.4	11.9	1.0	12.9
	4	94	100.0	29.8	43.6	22.3	4.3	26.6
	5	103	100.0	35.0	45.6	14.6	4.9	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	108	99.1	14.9	54.3	24.5	6.4	30.9
	4	102	100.0	29.5	52.6	16.8	1.1	17.9
	5	98	99.0	28.9	46.7	18.9	5.6	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	108	99.1	24.5	35.1	23.4	17.0	40.4
	4	102	100.0	54.7	34.7	8.4	2.1	10.5
	5	98	99.0	61.1	25.6	6.7	6.7	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	108	99.1	11.7	50.0	26.6	11.7	38.3
	4	102	100.0	27.4	58.9	10.5	3.2	13.7
	5	98	99.0	46.7	37.8	11.1	4.4	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 611)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.3%	Up from 2.8%	3.9%	3.0%
Attendance rate	96.8%	Up from 95.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%	Down from 9.4%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 8.7%	5.0%	3.2%
Eligible for gifted and talented	3.5%	Down from 4.8%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Down from 5.5%	7.8%	8.2%
Older than usual for grade	1.8%	Down from 2.0%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 44)</b>				
Teachers with advanced degrees	77.3%	No change	50.0%	52.6%
Continuing contract teachers	93.2%	Down from 95.5%	77.4%	83.3%
Highly qualified teachers	90.0%	Down from 92.3%	92.4%	93.5%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	2.5%	0.0%
Teachers returning from previous year	88.3%	Down from 91.3%	83.4%	87.0%
Teacher attendance rate	95.3%	Up from 94.7%	94.9%	95.0%
Average teacher salary	\$43,843	Up 1.7%	\$40,422	\$41,703
Prof. development days/teacher	6.8 days	Down from 7.7 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 19.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 88.9%	89.0%	89.8%
Dollars spent per pupil*	\$5,737	Down 5.3%	\$7,233	\$6,242
Percent of expenditures for teacher salaries*	66.1%	Down from 66.9%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whittaker Elementary School is a school-wide Title I School with approximately 89 percent of our students receiving free or reduced-price lunch. Our mission is to provide a challenging and stimulating curriculum in a safe and nurturing environment that prepares all students to function successfully in a diverse society. During the 2004-2005 school year, stakeholders worked together to develop the following nine (9) performance goals to accomplish this mission: The percentage of students who score Basic and above on English Language Arts, mathematics, science, and social studies will increase annually; school climate will be maintained satisfactorily; 100% technology integration by all faculty & staff and participation by parents in school activities/events; all administrators, teachers and paraprofessionals will maintain a highly qualified status; and Arts Education programs and experiences will increase. Our major focus for the 2005-2006 school year will be to improve and enhance our students' applications of mathematical skills and concepts.

On the Spring 2004 PACT, our Absolute Rating was Average. Our students performed better overall in ELA. Our school has met the requirements for Adequate Yearly Progress for the past two consecutive years. We have made improvements in the use of technology throughout the school and we are anticipating the addition of a second computer lab during the 2005-2006 school year. We are constantly enhancing our Character Education Program and focusing on career awareness for our students. We have two teachers who are National Board certified and two others are pursuing certification.

Finally, as we continue to strive to increase student achievement, the involvement of our parents in their child(ren)'s education is a major concern. We are constantly implementing activities and strategies to motivate parents to become more actively involved. We believe that until this becomes a reality, the future of our students is at-risk. Parent involvement and community participation are keys to our students' success. We welcome your input.

Bettie W. Hicks, Ed. D., Principal  
Ronald Green, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	71	79
Percent satisfied with learning environment	97.4%	95.7%	92.3%
Percent satisfied with social and physical environment	97.3%	94.3%	92.4%
Percent satisfied with school-home relations	86.8%	97.1%	83.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.